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IDENTIFIERS *Kitchen Helpers

ABSTRACT

This study guide, one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria, is composed of information about one specific occupation; this unit focuses on the duties of the kitchen helper. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures, with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; seven information sheets and 11 assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) dishroom terms and definitions, (2) safety rules; (3) cleaning fundamentals, (4) preparing dishes for the dishwasher, (5) operation of the dishwasher, (6) cleaning pots and pans, and (7) dishroom maintenance and sanitation. (YLB)

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CAFETERIA OCCUPATIONS

KITCHEN HELPER

DOT NO. 318.687-010

Coordinator's Guide

MATERIALS DEVELOPED AND DISTRIBUTED BY
Occupational Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, Texas

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Texas Education Agency
Occupational Education and Technology
Austin, Texas

FIRST EDITION

1979

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Progress Chart for

KITCHEN HELPER

Name _____

D.O.T. #318.687-010

School _____

Date
Completed

INFORMATION SHEET 1	DISHROOM TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 1	IDENTIFYING DISHROOM TERMINOLOGY	
Test	Part 1	
OBJECTIVE	Select the correct terminology to be used in the dishroom.	
INFORMATION SHEET 2	SAFETY RULES	
ASSIGNMENT SHEET 2	DISHROOM SAFETY POSTERS	
ASSIGNMENT SHEET 3	PREPARE A SAFETY BULLETIN BOARD	
Test	Part 2	
OBJECTIVE	Point out general safety rules to be followed in the dishroom, and relate specific safety rules to machines and cleaning materials.	
INFORMATION SHEET 3	CLEANING FUNDAMENTAL	
ASSIGNMENT SHEET 4	CLEANING MATERIALS PLACEMENT	
ASSIGNMENT SHEET 5	CLEANING SOLUTIONS	
Test	Part 3	
OBJECTIVE	List the fundamental rules that apply to cleaning.	
INFORMATION SHEET 4	PREPARING DISHES FOR THE DISHWASHER	
ASSINGMENT SHEET 6	DISHROOM LAYOUTS	
ASSIGNMENT SHEET 7	DISH PREPARATION PROCEDURES	
Test	Part 4	
OBJECTIVE	Explain the procedure for loading the dishwasher.	

INFORMATION SHEET 5	OPERATION OF THE DISHWASHER	
ASSIGNMENT SHEET 8	THE DISHWASHING MACHINE	
ASSINGMENT SHEET 9	UNLOADING THE DISHWASHING MACHINE	
Test	Part 5	
OBJECTIVE	Recognize the operation of the dishwasher.	
INFORMATION SHEET 6	CLEANING POTS AND PANS	
ASSIGNMENT SHEET 10	THE CLEANING PROCESS FOR POTS AND PANS	
Test	Part 6	
OBJECTIVE	Indicate how pots and pans are cleaned, and explain the sanitizing process.	
INFORMATION SHEET 7	DISHROOM MAINTENANCE AND SANITATION	
ASSINGMENT SHEET 11	DISHROOM CHECKLIST	
Test	Part 7	
OBJECTIVE	Explain dishroom maintenance and sanitation.	
This student has completed the indicated training under my supervision. _____ Instructor		

FOREWORD

This study guide is one of eight individualized units developed for students enrolled in Cooperative Part-time Training and employed in a cafeteria. Each self-paced unit is composed of information about one specific occupation. The study material is designed to provide the student with general information for immediate assistance on the job, and specific information which will relate to later on-the-job work experiences.

Even though these study guides are individualized, the coordinator should closely supervise each student's studies. To allow the coordinator to better direct the learning activities, both coordinator guides and student manuals are available.

The coordinator's guide provides additional information and suggested activities that will assist in helping the student. Also included are suggested alternatives that the coordinator may use in dealing with various types of students, including the slow-learner, slow-reader, and any other typical disadvantaged student. Other information sheets and assignments may be added to the study guide if requested by the employer.

The student manual should be used by the student in completing the assignments, and also as a reference throughout the job training period. This manual gives directions for both written assignments and individual involvement activities. The pen and paper assignments should be handed in to the coordinator, and the individual involvement activities should be performed in class under the coordinator's supervision. Answer sheets are provided for the assignment sheets and tests; however, students should also be graded

on individual participation. Both tests and assignments should be graded and returned to the students to keep as reference in their notebooks.

A coordinator may have a student complete a related study guide in instances where a business requires the student to perform responsibilities of two or more job titles within Cafeteria Occupations. If a student easily accomplishes all the assignments and studies in one guide, the student might be required to study all available study guides for Food Service Occupations, thus preparing the student for occupational advancement or entrance into the free enterprise system.

The coordinator also is encouraged to read the sheets titled Suggested Teaching Procedures, found in the front of each coordinator's guide, for suggestions on additional activities as well as the explanation of students' assignments. Although student manuals may be purchased individually, the coordinator may reproduce copies of the information, assignment, or test sheets for other students in the class.

For information on other study guides available, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

ACKNOWLEDGMENTS

Appreciation is expressed to those whose expertise made possible the development of the Food Service study guides. Many coordinators across the state have contributed their time in providing information and activities for the initial development of these publications that will be made available to other Cooperative Part-time Training programs across the state.

Special thanks are extended to those instructors who field-tested the first study guides developed and provided periodic evaluations and comments to be used in revision and further development.

Appreciation also is given the numerous businesses that allowed our writers to collect information for these publications. The following is a partial listing of those cooperating with the project.

All Sports Inn	Mr. Quick
Charcoal Broiler	Picadilly Cafeteria
Dairy Queen	Pizza Inn
Ken's Pizza	Sonic Drive Inn
Long John Silver's	Wyatt's Cafeteria

Special thanks are extended to the Instructional Materials Centers at Texas Tech University in Lubbock and the University of Texas at Austin for their contributions.

KITCHEN HELPER

DOT NO. 318.687-010

Job Description

The Kitchen Helper will perform any combination of the following duties to maintain kitchen work areas and restaurant equipment and utensils in clean and orderly condition:

1. Sweeps and mops floors
2. Washes worktables, walls, refrigerators, and meat blocks
3. Separates and removes trash and garbage and places it in proper containers
4. Steam-cleans or hoses-out garbage cans
5. Sorts bottles, and breaks disposable ones in bottle crushing machine
6. Washes pots, pans, and trays by hand
7. Scrapes food from dirty dishes and washes them by hand, or places them in racks or conveyor to dishwashing machine
8. Polishes silver, using burnishing-machine, tumbler, chemical dip, buffing wheel, and hand cloth
9. Holds inverted glasses over revolving brushes to clean inside surfaces
10. Transfers supplies and equipment between storage and work areas by hand or by use of handtruck
11. Sets up banquet tables
12. Washes and peels vegetables, using knife or peeling machine

Alternate Titles

Cookee
Cook helper
Kitchen hand
Kitchen porter
Kitchen runner

Undefined Related Titles

Hand dishwasher
Machine dishwasher
Garbage porter
Potwasher
Silverware washer

UNIT II-G

KITCHEN HELPER

UNIT OBJECTIVE

After completion of this unit, the student will be able to use the correct terminology and identify steps in performing the procedures and responsibilities required of a dishwasher in a cafeteria. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student will be able to:

1. Select the correct terminology to be used in the dishroom.
2. Point out general safety rules to be followed in the dishroom, and relate specific safety rules to machines and cleaning materials.
3. List the fundamental rules that apply to cleaning.
4. Explain the procedure for loading the dishwasher.
5. Recognize the operation of the dishwasher.
6. Indicate how pots and pans are cleaned, and explain the sanitizing process.
7. Explain dishroom maintenance and sanitation.

UNIT II-G
KITCHEN HELPER

SUGGESTED TEACHING PROCEDURES
FOR THE COORDINATOR

I. Objective sheet

- A. Discuss each specific objective with the student.
- B. Explain the relationship of each to the training station.
- C. Renumber the objectives in the most logical sequence to be accomplished.

(NOTE: A change of sequence is necessary only when a student changes jobs during the year or an employer requests training in a specific area.)

- D. Add additional objectives necessary for the training station.

II. Information and corresponding assignment sheets

A. Information Sheet #1--Dishroom Terms and Definitions

- 1. This information may be used as a glossary.
- 2. Use Assignment Sheet #1--Identifying Dishroom Terminology--to reinforce this area of information.
 - a. Have students use Information Sheet #1 or use several reference book glossaries to complete the assignment sheet.
 - b. Have the student develop similar puzzles or word games using other terms used in a dishroom.
- 3. Have student add other terms used in the training area.
- 4. Have student develop crossword puzzles using the terms and definitions.

B. Information Sheet #2--Safety Rules

1. Use the following assignment sheets to reinforce this information area.
 - a. Assignment Sheet #2--Dishroom Safety Posters
 - (1) Have the student display the better safety posters at school or on the job.
 - (2) Provide the student with business magazines and poster board to develop posters.
 - (3) Have a contest of safety posters and allow students or a panel to judge them.
 - b. Assignment Sheet #3--Prepare a Safety Bulletin Board
 - (1) Provide the student with a bulletin board on a wall area in the classroom where an arrangement of safety ideas regarding the kitchen helper may be displayed.
 - (2) Allow an individual or team to develop the display.
2. Have student present a safety talk about the training station, relating any accidents that have happened.
3. Have student develop other safety information sheets on specific machines at training station.
4. Have student secure information from U.S. agencies concerning health and safety.
(NOTE: See references.)

C. Information Sheet #3--Cleaning Fundamentals

1. Use the following assignment sheets to reinforce this information area:

- a. Assignment Sheet #4--Cleaning Materials Placement

- (1) Have the student draw and arrange this chart very neatly.
 - (2) Present a copy of this cleaning materials chart to the employee and suggest it be placed on the storage bin door.

- b. Assignment Sheet #5--Cleaning Solutions

- (1) Have the student develop a collage of labels showing mixing directions and safety precautions along with this assignment sheet.
 - (2) Have the class bring additional labels to add to the collage.

2. Have the student contact detergent and dish machine technicians or representatives concerning cleaning materials and procedures.

3. Have student bring labels on empty containers of cleaning material used on the job to school for a display or discussion session.

D. Information Sheet #4--Preparing Dishes for the Dishwasher

1. Use the following assignment sheets to reinforce this information area:

- a. Assignment Sheet #6--Dishroom Layouts

- (1) Have the student explain why the dishroom is arranged as it is.
 - (2) Allow student to visit other cafeterias and observe and report on other arrangements.

b. Assignment Sheet #7--Dish Preparation Procedures

- (1) Have a student use Sanitation, Information Sheet #4, or other suitable references to answer this assignment sheet.
- (2) Have students working as kitchen helpers write other types of procedural tests to exchange with each other.

2. Have student add to or rewrite the procedural information to apply to the training station.

E. Information Sheet #5--Operation of the Dishwasher

1. Use the following assignment sheets to reinforce this information area:

a. Assignment Sheet #8--The Dishwashing Machine

- (1) Make copies of the different types of dishwashing machines drawn to hand out to other kitchen helpers.
- (2) Contact a dishwasher distributor to obtain information and pictures of different sizes and models.

b. Assignment Sheet #9--Unloading the Dishwasher

- (1) Have the student tell why each answer was selected.
- (2) Have the student list additional procedural questions.

F. Information Sheet #6--Cleaning Pots and Pans

1. Use Assignment Sheet #10--The Cleaning Process for Pots and Pans--to reinforce this information area.
 - a. Provide student with magazines or ordering catalogs with illustrations of sinks.
 - b. Have the student give suggestions of ways to improve or speed up the cleaning process at the sink.

2. Have student add to or rewrite the procedures for washing pots and pans as it applies to the training station.
 3. Have the student develop information sheets for each piece of larger equipment in the dishroom outlining the parts removed and the cleaning process.
- G. Information Sheet #7--Dishroom Maintenance and Sanitation
1. Use Assignment Sheet #11--Dishroom Checklist--to reinforce this information area.
 - a. Discuss with the student if the checklist items are consistent with the training station.
 - b. After the checklist is added to or revised, provide the training station's supervisor with a copy.
 2. Have the student contact Texas Health Department to find out what films and literature are available.
(NOTE: See references.)
 3. Have the student add other responsibilities to the information sheet.
 4. Have guest speaker on "The Importance of Proper Sanitation in the Food Service Occupations."

III. Answers to Assignment Sheets

- A. Some assignment sheets will vary according to the training and should be graded individually.
- B. Some assignment sheets will not have specific answers but will depend upon student participation.

IV. Unit Test

- A. The unit test is divided into seven parts.
 1. Each part covers one information sheet.
 2. Each part uses various methods of testing.

- B. Various approaches may be used in testing.
 - 1. Give each part of the test after the student has completed the work in one information area or sheet.
 - 2. Give the entire test upon completion of the study guide and assignments.
 - 3. Give one or several parts of the test as an additional assignment to reinforce problem areas of learning.
- C. Add test parts corresponding to any information areas or sheets added to the study guide.

V. Answers to the Unit Test

- A. Answers are based upon total information covered in the unit.
- B. For convenience of grading, make corresponding answers sheets for additional test parts added.

VI. References

- A. Richardson, Treva. Sanitation for Food Service Workers. Boston, Massachusetts: Cahners Books International, Inc., 1974.
- B. Coffman, James. Introduction to Professional Food Services. Boston, Massachusetts: Cahners Books International, Inc., 1974.

VII. Sources of additional information

- A. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
- B. Center for Disease Control, U.S. Department of Health, Education, and Welfare, Public Health Service, Training Program, Community Services Training Section, Atlanta, Georgia 30333
- C. Environmental Health Committee, Single Service Institute, 250 Park Avenue, New York, N.Y. 10017
- D. The International Sanitary Supply Association, 5330 N. Elston Avenue, Chicago, Illinois 60630
- E. National Restaurant Association, Educational Materials Center, 1530 N. Lakeshore Drive, Chicago, Illinois 60610
- F. National Sanitation Foundation, P.O. Box 1468, Ann Arbor, Michigan 48106

UNIT II-G

KITCHEN HELPER

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

Across

2. detergent
4. manual
5. prerinse
6. storage bin
8. scrap
9. solution
11. disintectant
13. belt
15. presoak
16. flatware
17. water softener
19. dispense
20. sanitize

Down

1. infection
3. automatic
7. utensil
10. bactericide
12. canister
14. operation
18. dish

Assignment sheets 2-6

Evaluated to the satisfaction of the instructor.

Assignment Sheet #7

- | | |
|----------|----------|
| 1. true | 6. false |
| 2. false | 7. true |
| 3. true | 8. true |
| 4. false | 9. false |
| 5. false | 10. true |

Assignment Sheet #8

Evaluated to the satisfaction of the instructor.

Assignment Sheet #9

- | | |
|------|------|
| 1. c | 5. b |
| 2. b | 6. a |
| 3. c | 7. c |
| 4. a | 8. c |

Assignment sheets 10 and 11

Evaluated to the satisfaction of the instructor.

UNIT II-G
KITCHEN HELPER

ANSWERS TO UNIT TEST

Part 1

- | | |
|----------------------|---------------------|
| a. manual | l. canister |
| b. an operation | m. garbage disposal |
| c. solution | n. scrap |
| d. detergent | o. flatware |
| e. utensil | p. water softener |
| f. dispensing | q. presoaked |
| g. sterilizing agent | r. pre-rinsing |
| h. disinfectant | s. dish dolly |
| i. an infection | t. conveyor belt |
| j. bactericide | u. storage bin |
| k. spotting agent | |

Part 2

- | | |
|---------------------------|------------------|
| 1. a. | f. |
| b. ✓ | g. ✓ |
| c. | h. ✓ |
| d. | i. |
| e. ✓ | |
| 2. | |
| a. in their proper place | h. hot |
| b. in your eyes and mouth | i. closed |
| c. away from | j. handle |
| d. away from | k. hot |
| e. carefully | l. sharp |
| f. All | m. directions |
| g. moving parts | n. pulled behind |

Part 3

- | | |
|----------------|--|
| 1. a. | |
| b. | |
| 2. a. Chlorine | |
| b. Iodine | |
| 3. a. 4 | |
| b. 5 | |
| c. 3 | |
| d. 2 | |
| e. 1 | |

4. Explanation should include:

- a. Rinse cloths and sponges to remove excess dirt.
- b. Place cloths in the bag to be sent to the laundry after use.
- c. Discard any cloths that sour.
- d. Sponges should be sanitized and allowed to dry before storing.

Part 4

- 1. a. Manual or stationary roller type
b. Moving rubber or plastic belt type
- 2. a. 2, 6
b. 1, 3, 4, 5
- 3. a. similar
b. space
c. turn over, fall
d. conveyor belt
e. 100 pieces

Part 5

- 1. a. Service doors
b. Temperature gauges
c. Dishwasher shut-off bar
d. Rackless conveyor
e. Drying solution sprayer
- 2. a. true
b. false
c. true
d. false
e. true
f. true
g. false
h. false
i. true
j. false
k. false
l. true
m. false
n. false
o. true
p. false
q. false
- 3. a. ✓
b. ✓
c.
d.
e.
f.
g. ✓
h. ✓

Part 6

- 1. a. filter brush, wire brush, detergent, sanitizing agent, scouring pad
b. two, three
c. tongs, hooks, gloves
d. soaking
e. scraping, rinsing
f. washing
g. rinsing

2.
 - a. remove all soil and food
 - b. first sink
 - c. often enough so that it will remove grease and be at the correct temperature
 - d. third sink
 - e. often enough to eliminate detergent build-up
 - f. at least one-half minute
 - g. report the problem to your supervisor
 - h. air-dried on a clean, slanting drainboard
3. Explanation should include:
 - a. Equipment that is too large to place in the sinks should be sanitized.
 - b. Most larger equipment can be disassembled so that the major parts which touch food can be washed.
 - c. Rinse equipment carefully with boiling water.
 - d. Use steam hoses to sanitize large equipment which will contain steam.

Part 7

- | | | |
|----|----------|----------|
| 1. | a. | c. ✓ |
| | b. ✓ | d. |
| 2. | a. | e. |
| | b. ✓ | f. ✓ |
| | c. ✓ | g. ✓ |
| | d. ✓ | h. |
| 3. | a. true | g. false |
| | b. false | h. true |
| | c. false | i. false |
| | d. true | j. true |
| | e. false | k. false |
| | f. true | |
| 4. | a. ✓ | e. |
| | b. | f. ✓ |
| | c. | g. |
| | d. ✓ | h. |

UNIT II-G
KITCHEN HELPER

INFORMATION SHEET #1--DISHROOM TERMS AND DEFINITIONS

- A. Manual--Doing work by hand rather than by machine
- B. Operation--Doing work, using certain processes
(Example: Dishwashing includes cleaning and sterilizing processes.)
- C. Solution--A liquid containing a dissolved substance
(Example: A water and soap solution)
- D. Detergent--A water-soluble soap or cleaning agent that will remove dirt, oil, or food particles from dishes or cooking utensils
(Note: Detergents may be in powder or liquid form.)
- E. Utensil--A tool or container used in preparing foods in the kitchen
- F. Automatic--A machine or device that will operate on its own
- G. Dispense--The releasing automatically of a certain amount of soap or detergent
- H. Sanitizing agent--A chemical which, when applied after cleaning, will destroy both disease-causing and harmless bacteria
- I. Disinfectant--A chemical which destroys the organisms that cause infection
- J. Infection--A condition in which the body is unhealthy because of the presence of germs, bacteria, or viruses
- K. Bactericide--A chemical which destroys both disease-causing and non-dangerous bacteria
- L. Spotting agent--A chemical which helps eliminate water spots on dishes after the washing process
- M. Canister--A container for flatware
- N. Garbage disposal--A device that grinds up leftover food so that it will pass through the sewer system

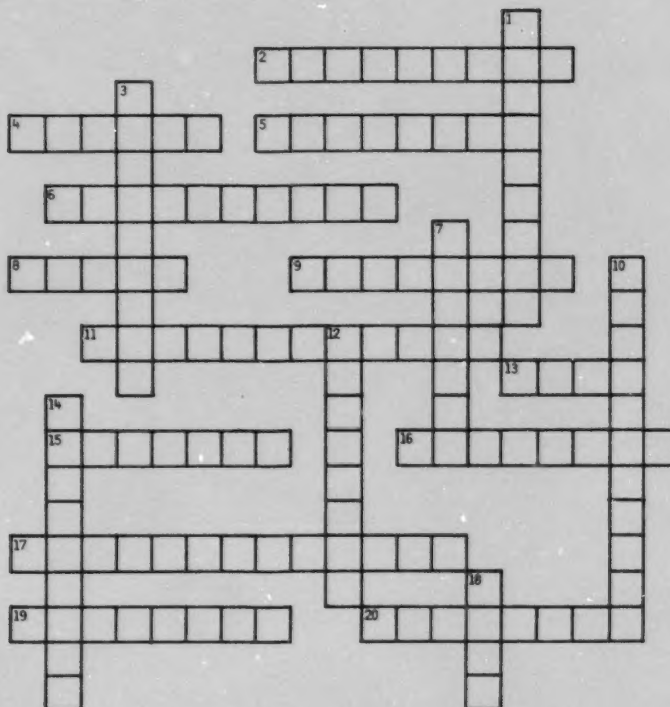
- O. Scrap--Any food left on the customer's tray
(Note: Scrapping is removing this food from the tray.)
- P. Flatware--The eating and serving utensils or silverware
- Q. Water softener--A substance put in dishwashing water to help the soap in dirt and food removal
- R. Pre-soak--The placing of dishes, utensils, or pots in warm, soapy water before washing
- S. Pre-rinse--Water used to remove as much food as possible from dishes before washing
- T. Dish dolly--A wheeled cart used to take dishes from the dishwashing area to the serving area
- U. Conveyor belt--A device used to move dishes from the dining area to the dishwashing room
- V. Storage bin--A large metal container or box used to store dishroom supplies or dishes

UNIT II-G

KITCHEN HELPER

ASSIGNMENT SHEET #1--IDENTIFYING DISHROOM TERMINOLOGY

Directions: Fill in the crossword puzzle with the correct terms for each definition given.

ACROSS

2. A soap or cleaning agent
4. Doing work by hand rather than by machine
5. Using water to remove as much food as possible from dishes or cooking utensils
6. A large metal container or box used to store dishroom supplies
8. Any food left on the customer's tray
9. A liquid containing a dissolved substance
11. A chemical which destroys the organisms that cause infections
13. Conveyor _____, a device used to move dishes from the dining area to the dishwashing room
15. Placing dishes, utensils, or pots in warm, soapy water before the washing operation starts
17. A substance put in dishwashing water to help the soap remove dirt and food
19. Releasing automatically a certain amount of detergent or soap
20. Using a chemical after cleaning to destroy both disease-causing and harmless bacteria

DOWN

1. A condition in which the body is unhealthy because of the presence of germs, bacteria, or viruses in the body
3. A machine or device that will operate on its own
7. A tool or container used in preparing foods in the kitchen
10. A chemical which destroys both disease-causing and non-dangerous bacteria
14. Performing work involving the application of certain processes
16. _____ dolly--a wheeled cart used to take dishes from the dishwashing room to the serving area

UNIT II-G
KITCHEN HELPER

INFORMATION SHEET #2--SAFETY RULES

I. General safety

- A. Do not wear jewelry in the dish room.
- B. Report and treat all cuts and burns at once even if they appear to be minor.
 - 1. A minor injury can develop into a more serious injury.
 - 2. Some company insurance companies will not pay for medical care unless the injury was reported as soon as it happened.
- C. Keep your work area clean and picked up.
- D. If you wear glasses, make sure they are safety-approved.
- E. Wear protective clothing, including:
 - 1. Shoes with non-slip soles.
 - 2. Aprons or other covers to protect clothes and skin.
 - 3. Rubber gloves, when possible.
- F. Keep water off of the floor.
- G. Use wooden pallets or latticework on the floor to prevent falls.
- H. Handle broken glass with care.
- I. Food in the dish room should not be eaten.
- J. Avoid horseplay in the dish room.

II. Specific safety

A. Cleaning materials

- 1. Keep mops, brooms, brushes, and detergents in their proper places.

2. Avoid getting detergent in your eyes or mouth when loading the dishwashing machine.

B. Garbage disposals

1. Keep your hands away from the disposal.
2. Keep utensils or other objects away from the disposal unit.

C. Dishwashing machine

1. Load the rack with care to avoid breakage.
2. Remove any broken or cracked dishes.
3. Keep hands away from moving parts.
4. Be aware of hot water or machine parts.
5. Do not open the doors of the dishwasher while it is in operation.

D. Sink

1. Use pot holders or gloves to handle hot pots and pans.
2. Always test water to see if temperature is hot enough.
3. Watch for knives or other sharp objects.

E. Doorways

1. Follow directions when going through doorways.
2. Do not push a cart through a doorway ahead of you.

(NOTE: You should back through the door, pulling the cart.)

UNIT II-G

KITCHEN HELPER

ASSIGNMENT SHEET #2--DISHROOM SAFETY POSTERS

Directions: Make a safety poster about one of the following topics. Use a large sheet of paper or cardboard which can be displayed in your classroom. Use cartooning, charts, or unusual ideas in presenting your safety theme. Each poster should relate to your work station.

- A. A typical accident
- B. Safety equipment, devices, and signs
- C. A safety procedure

UNIT II-G

KITCHEN HELPER

ASSIGNMENT SHEET #3--PREPARE A SAFETY BULLETIN BOARD

Directions: Using newspaper clippings, magazine articles, or pictures, design a bulletin board in your classroom. Include safety features, situations, or incidents related to safety in the dishroom of a cafeteria. Leave the display up for a week and have other students add material about the theme.

UNIT II-G

KITCHEN HELPER

INFORMATION SHEET #3--CLEANING FUNDAMENTALS

I. Use and care of supplies

- A. Read directions before using supplies.
- B. Store supplies in proper area.
- C. Keep liquids, powders, or detergents covered and labeled.
- D. Ask your supervisor when you have any questions about the use of certain supplies.

II. Sanitizing solutions

- A. The purpose of sanitizing solutions is to sterilize clean surfaces.
- B. Mixing proportions
 - 1. Iodine solution--One teaspoon per one gallon of water.
 - 2. Chlorine solution--1/4 cup chlorine per three gallons of water.
 - 3. Follow manufacturer's directions for other sanitizing solutions.

(NOTE: Iodine and chlorine solutions are good for up to two hours.)

III. Procedure for washing brushes

- A. Wash in hot water after use.
- B. Rinse in hot water.
- C. Dip in sanitizing solution.
- D. Shake dry.
- E. Hang to dry.

IV. Care of cleaning cloths and sponges

- A. Rinse cloths and sponges to remove excess dirt.

- B. Place cloths in the bag to be sent to the laundry after use.

(NOTE: In some cafeterias, the cleaning cloths are washed by each individual employee.)

- C. Discard any cloths that sour.

(NOTE: Some restaurants use throw-away cloths.)

- D. Sponges should be sanitized and allowed to dry before storing.

UNIT II-G
KITCHEN HELPER

ASSIGNMENT SHEET #4--CLEANING MATERIALS PLACEMENT

Directions: Design a chart for your work station, showing cleaning materials used in the dishroom. Include such details as location and type of storage, use of materials, safety precautions, etc.

Example:

Cleaning Material	Use	Safety Precaution	Place Stored	Maintenance
Brushes	Scrubbing	Avoid getting cleaning solutions in your eyes while brushing	Above sink	Wash after use
Sanitizing solution	Kills bacteria	Avoid getting solution on hands or in eyes	Metal cabinets	Add to dish water daily

UNIT II-G

KITCHEN HELPER

ASSIGNMENT SHEET #5--CLEANING SOLUTIONS

Directions: Answer the following questions according to the procedures used on your training station.

1. Explain how to mix the cleaning solutions in your dishroom.
2. List the safety rules to be followed for each of the above solutions.

UNIT II-G
KITCHEN HELPER

INFORMATION SHEET #4--PREPARING DISHES
FOR THE DISHWASHER

I. Conveyer belt

(NOTE: See illustration of dishwashing room layout, p.20)

A. Types

1. Manual or stationary roller type
2. Moving rubber or plastic belt type

B. Purpose--Brings the used customer trays and dishes to the dish room from the dining room.

II. Clearing the trays for washing

A. Flatware

1. Remove all flatware from the trays and place in the pre-soak vat.
2. If your cafeteria does not use a pre-soak vat, place the flatware in the flatware washing racks.

(NOTE: The water must be hot enough to sterilize the flatware.)

B. Dishes, bowls, saucers, and other dishes

1. Remove dishes containing scraps from the trays and knock the food from the dish into the scrap trough.

(NOTE: Use both hands at the same time for speed and efficiency, but clean dishes thoroughly.)

2. Some dish rooms require the dishes to be rinsed with hot water at this time.

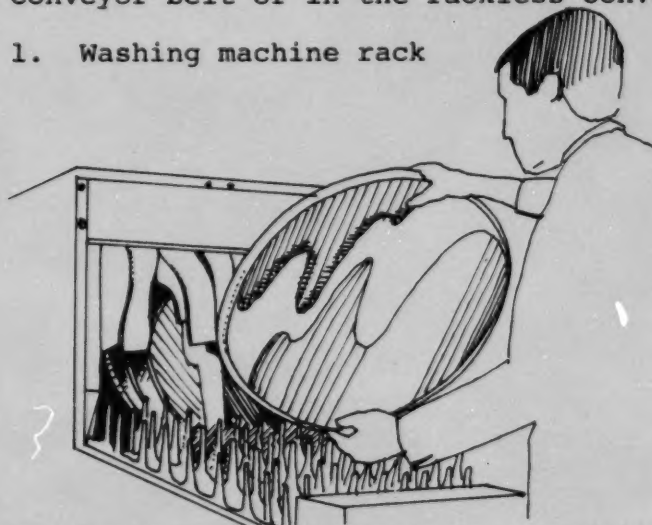
(NOTE: This keeps the dishwasher nozzles from becoming clogged.)

3. Stack each type of dish and bowl in separate stacks on a tray.

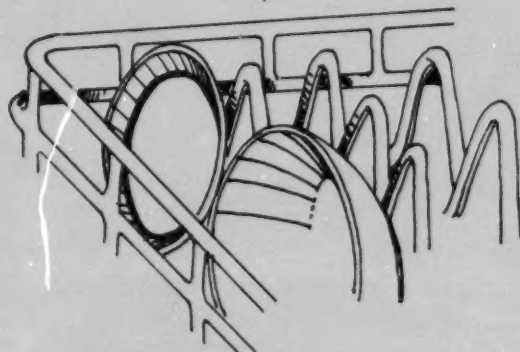
4. Glasses and cups should be stacked on a tray to carry to the dishwasher.
5. As soon as there is a tray or rack of used dishes, take them to the loading area of the dishwasher.

III. Loading the dishwasher

- A. Place items of the same size together.
(Example: Dishes, bowls, cups)
 - B. Allow space between dishes.
 - C. Place each item so that it cannot turn over or fall.
 - D. The dishes should be placed in racks on the conveyor belt or in the rackless conveyor.
1. Washing machine rack



2. Washing machine rackless conveyor



E. Place the silverware in a rack for machine washing.

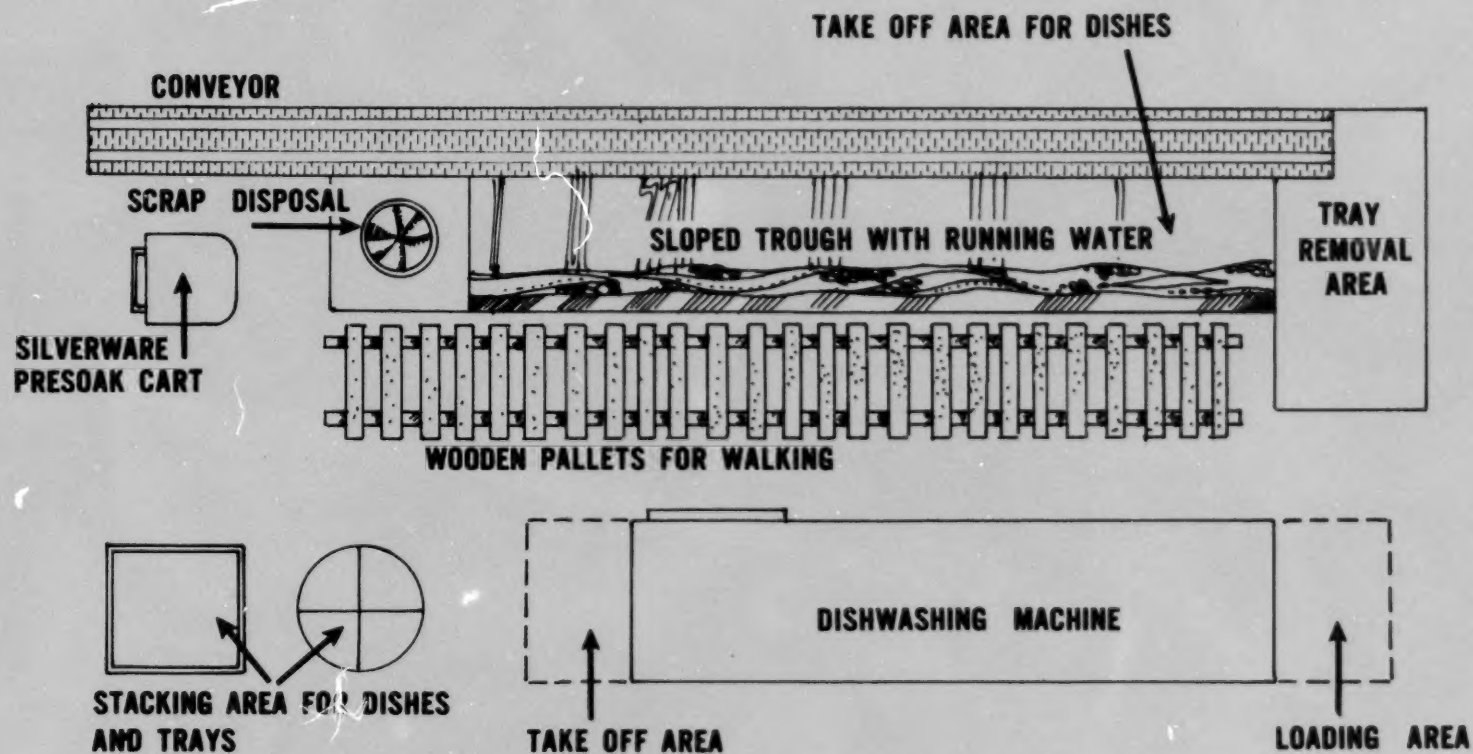
1. Do not overload a rack with silverware.

(NOTE: Place about 100 pieces per rack.)

2. Use a rack suitable to hold silverware.
3. Position the silverware where it can best be washed.



DIAGRAM OF TYPICAL DISHING ROOM



UNIT II-G

KITCHEN HELPER

ASSIGNMENT SHEET #6--DISHROOM LAYOUTS

Directions: Draw a sketch showing the arrangement of all machines and equipment in your training station dishroom. Tell which machines you operate and how the dishes move.

UNIT II-G

KITCHEN HELPER

ASSIGNMENT SHEET #7--DISH PREPARATION PROCEDURES

Directions: Answer True or False to each of the following statements concerning preparing dishes for the washing process.

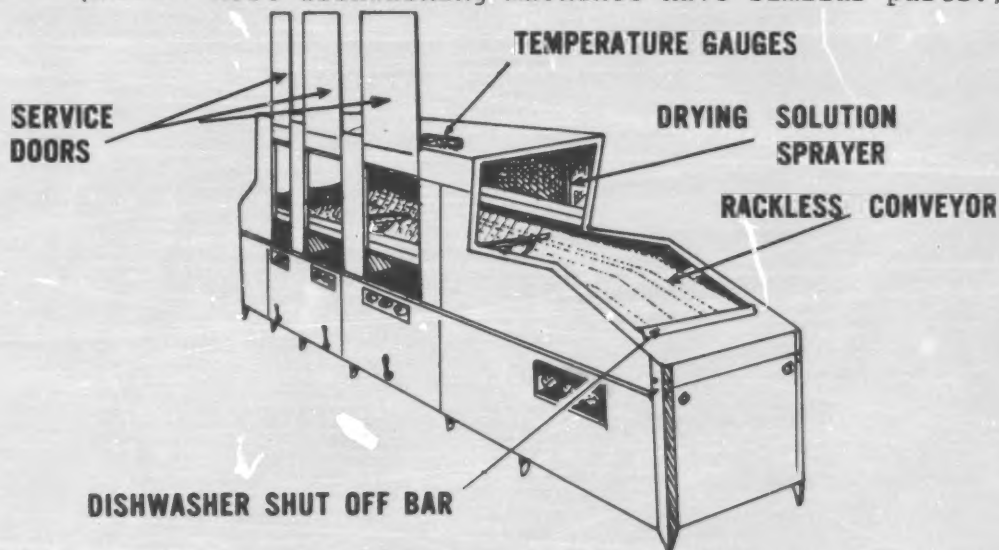
- _____ 1. The conveyor belt is used to bring dishes to the dishroom from the dining room.
- _____ 2. Flatware should not be soaked because it will rust.
- _____ 3. Flatware must be sterilized in very hot water.
- _____ 4. Leftover food can stay on the plates during the washing process.
- _____ 5. Hot-water rinsing before washing is a waste of time and money.
- _____ 6. Dishes of different sizes should be stacked together on the trays.
- _____ 7. Trays should be carried to the dishwasher as soon as they are full and not allowed to stack up to several trays of dishes.
- _____ 8. Similar items should be placed together in the dishwasher.
- _____ 9. Dishes should be placed as close as possible in the dishwasher to provide more room.
- _____ 10. Silverware should be placed in a washing rack at about 100 pieces per rack.

UNIT II-G
KITCHEN HELPER

INFORMATION SHEET #5--OPERATION OF THE DISHWASHER

I. Parts of a three-tank dishwashing machine

(NOTE: Most dishwashing machines have similar parts.)



II. Preparing the dishwashing machine for service

- A. Check the operator's manual for specific filling and operating instructions.
- B. The soap container should be filled with detergent to the full line before starting the machine.

(NOTE: Most machines will add detergent automatically.)

- C. If a machine has an automatic drying solution container, fill it as required by the operator's manual.
- D. Check and clean the filters of the machine.
- E. Inspect the inside of the machine.
 1. Remove any dirt, broken glass, or other objects in the machine.
 2. Check the overflow pipes to be sure they are clean.

- F. Check the upper and lower spray arms for cleanliness and installation.
- G. Place any strainer pans and scrap baskets in place.
- H. Check curtains for positioning.
- I. Clean the unloading and work areas.
- J. Close all drains.
- K. Fill the machine with water.

- 1. Open the fill valves.
- 2. Close when the water level reaches the top of the overflow.

- L. Turn on the heater coils.

(NOTE: Gauges should reach the following temperatures before dishes begin cycle.)

- 1. Pre-rinse--110° to 140°
- 2. Wash--150° minimum
- 3. Rinse--160° minimum
- 4. Final rinse--180° minimum

(NOTE: The water should be 170° when it touches the dishes, so the gauge is usually set 10° to 20° higher to allow for the temperature drop.)

- M. Close the inspection doors before turning the machine on.
- N. Turn on the detergent switch.

(NOTE: If the machine does not add detergent automatically, add the amount specified by the owner's manual to the water at this time.)

- O. Run the machine for a minute to mix the detergent and water at the correct temperatures before turning on the conveyor.

- P. Check the thermometers or gauges for the correct temperatures.

(NOTE: The final rinse thermometer will not show the correct temperature until dishes reach this compartment.)

- Q. Send the dishes through the machine when everything is operating properly.

(NOTE: Allow the conveyor to travel at normal operating speed only.)

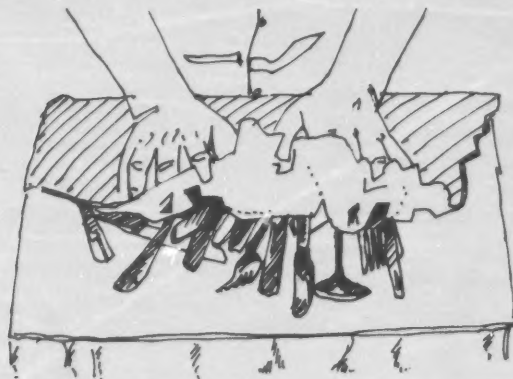
III. Unloading the dishwasher

- A. Wash your hands with warm water and soap before handling clean dishes.
- B. Do not touch your face, hair, or part of your uniform when unloading the dishwasher.
- C. If you blow your nose or cough, use a handkerchief and then go wash your hands.
- D. Do not comb your hair around clean dishes or in the cooking area.
- E. Touch clean silverware by the handle only.

(NOTE: See illustration on handling dishes, p. 29)

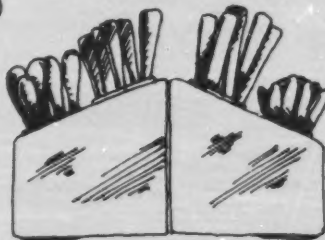
- 1. Toweling the silverware is not recommended, but yet it is sometimes used to remove moisture prior to separating the silverware.

(NOTE: Only a small number of utensils should be toweled at one time.)



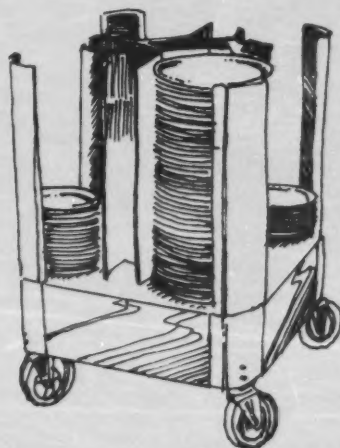
2. Sort silverware into separate canisters.

(NOTE: The silverware should be placed with handles up.)



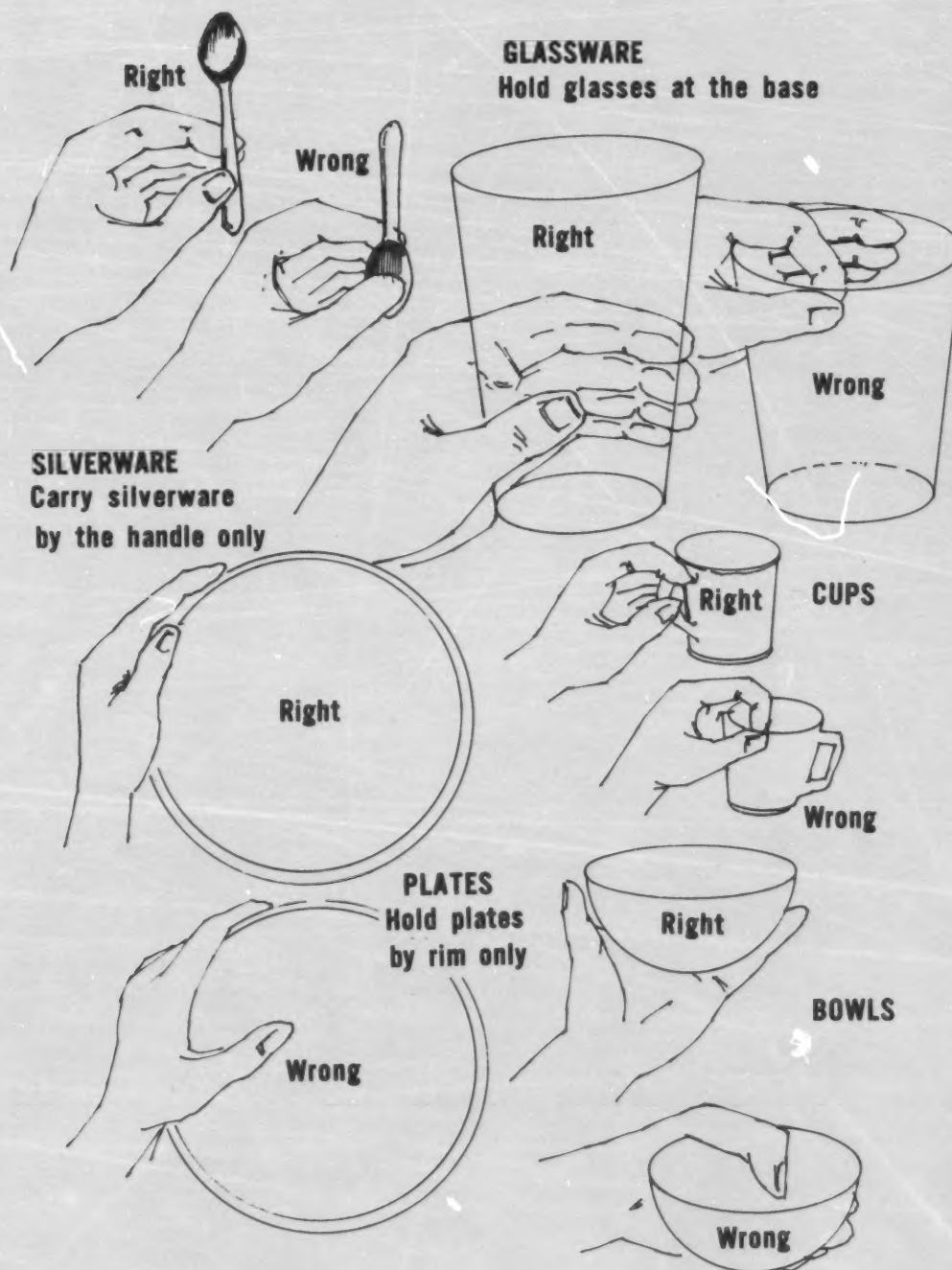
- F. Stack clean dishes in the dish dollies according to size and/or use.

(NOTE: Some dish dollies are adjustable for all sizes of dishes.)



- G. Carry the dishes to the serving line as soon as possible.

HANDLING CLEAN DISHES PROPERLY



UNIT II-G

KITCHEN HELPER

ASSIGNMENT SHEET #8--THE DISHWASHING MACHINE

Directions: Draw a picture of the dishwashing machine used in your cafeteria. Label the parts of the machine. Under the drawing, list the daily maintenance performed to the machine before dishwashing begins. Draw a chart or label the drawing with the correct gauge temperatures used during the washing process.

UNIT II-G
KITCHEN HELPER

ASSIGNMENT SHEET #9--UNLOADING THE DISHWASHER

Directions: Circle the correct answer for each statement concerning procedures for unloading the dishwasher.

1. Before handling clean dishes, wash your hands with:
 - a. sterilizing solution
 - b. powdered detergent
 - c. soap and water
 - d. boiling water
2. When unloading the dishwasher, do not touch:
 - a. the dishes
 - b. your face, hair, or clothing
 - c. the dishwasher
 - d. the water
3. If you blow your nose or cough, use a handkerchief and then go:
 - a. to the doctor
 - b. back to work
 - c. wash your hands
4. Do not comb your hair:
 - a. around clean dishes or in the cooking area
 - b. before you go to work
 - c. if you wear a cap
5. Touch clean flatware
 - a. with tongs only
 - b. by the handle
 - c. only when you are using it
6. Flatware should be sorted
 - a. into separate canisters
 - b. into large piles
 - c. by the customer
7. Clean dishes should be
 - a. carried by hand in large stacks to the serving area
 - b. left in the dishwasher until someone comes to get them
 - c. stacked in dish dollies according to size and use
8. Carry dishes to the serving line:
 - a. at the end of the day
 - b. when you think the servers are about out of dishes
 - c. as soon as possible

UNIT II-G
KITCHEN HELPER

INFORMATION SHEET #6--CLEANING POTS AND PANS

I. Preparing for washing

A. Get supplies and equipment ready.

1. Fiber brush
2. Wire brush
3. Detergent
4. Sanitizing agent
5. Scouring pad

B. Decide which method of washing pots and pans is to be used.

1. One method is hand washing in a two-or three-sink process

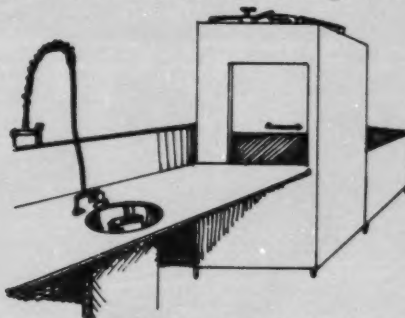
a. Two-sink process



b. Three-sink process



2. One method is through the combined use of two sinks and a one-tank washing machine.



- C. Handle hot pots and pans with tongs, hooks, or gloves.
- D. Soak pots and pans with soils or burned-on food in hot water before washing.

(NOTE: Always have pots and pans soaking when the sink is not being used.)

- E. Prepare the sinks for washing.
 1. The first sink should be used for scraping the pots and pans into the garbage disposal and rinsing with hot water (110° to 120°).
 2. If a dishwashing machine is not included in the process, the second sink should be used for washing with a warm soapy water.
 - a. Always carefully check water in sinks to see how hot it is before you put your hands into the water.
 - b. Add detergent to the water according to the directions on the detergent container
 3. The last sink of the dishwashing process should always be a rinsing sink if a washing machine is not attached.
 - a. The water should be 170°.
 - b. The dishes should be completely under water and remain for about one-half minute for sterilizing.

II. Washing the pots and pans

- A. Scrape or brush the pots and pans until all soil and food has been removed

- B. Rinse the pots and pans in the first sink.
- C. Wash the pots and pans in the warm soapy water.
 - 1. Change the water often so that it will remove grease and be at the correct temperature.
 - 2. Cover all surface of the pots and pans, using a clean fiber brush.
- D. Rinse pots and pans in the third sink in the 170° water.
 - 1. Change water often so the water will not get detergent build-up.
 - 2. Completely cover or rotate pots and pans in the hot water until all areas have been sanitized for about one-half minute.

(CAUTION: Use tongs or hooks to rotate or handle pots and pans in this extremely hot water.)
 - 3. If there is not enough hot water or the heaters will not maintain the correct temperature of the water, report it to your supervisor.
- E. Place the clean pots and pans on a clean slanting drainboard to dry.

(NOTE: Under no conditions should pots, pans, or utensils be towel-dried.)

III. Sterilizing larger equipment

- A. Equipment that is too large to place in the sink should be sanitized also.
- B. Most larger equipment can be taken apart so that the major parts which touch food can be washed.
- C. Some equipment can be carefully rinsed with boiling water.
- D. Steam hoses can be used to sanitize large equipment which will contain the steam.

UNIT II-G
KITCHEN HELPER

ASSIGNMENT SHEET #10--THE CLEANING PROCESS FOR POTS AND PANS

Directions: Describe in writing the process used at your training station to clean and sterilize pots and pans. Include the preparation of the sinks, the temperatures of the water, safety precautions, tools used, and handling procedures. Draw or cut out any illustrations you feel might help with your explanation.

UNIT II-G
KITCHEN HELP

INFORMATION SHEET #7--DISHROOM MAINTENANCE AND SANITATION

I. Responsibilities

- A. Some businesses have a repair person or assigned employee to take care of minor repairs.
(Note: In this case, the kitchen helper should immediately report any incorrect water pressures, volumes, temperatures, or other minor mechanical problems to prevent a major repair later.)
- B. Sometimes the employee may have to try to repair any minor problems without the assistance of a repair person.
- C. The employee should at all times perform preventive maintenance on the equipment to reduce the number of breakdowns. (Note: Preventive maintenance is repair done before a breakdown occurs)
- D. Maintenance and sanitation should be a teamwork effort of all employees.

II. Routine inspections

- A. Check the wash tank to see if it contains the proper dishwashing compound and water mixture.
- B. Check the detergent-dispensing system for working condition.
- C. Read the thermometer before the first run of dishes to insure the correct heat level.
- D. Check the wash arms and rinse jets for clogging, food particles, or mineral deposits so that the cleaning solution will strike all surfaces.
- E. Inspect the dishwashing machine for grease build-up.
(Note: Most detergents will control any build-up of grease.)

III. Cleaning the dishwasher

- A. Importance
 - 1. Dirty machines will not get dishes clean.

2. Dirty machines will not operate properly.

B. Procedure

1. Drain any soiled water from the tanks by opening the drain valves.
(Caution: Turn off the machine's water heaters, detergent dispenser, and rinse injectors, if required.)
2. Remove wash arms and other removable parts.
 - a. Scrub the parts with hot, soapy water (120° to 130°), using a stiff nylon brush.
 - b. Sanitize the parts in clean hot water (180°) for at least 30 seconds.
3. Parts that cannot be removed should be scrubbed with warm, soapy water and rinsed well
(Caution: Keep water off electrical wires, motors, or switches.)
4. Remove any toothpicks, food scraps, or cigarette butts from the wash arms.
5. Remove scrap trays after each meal and scrub clean.
(Note: During days with heavy loads of customers, trays may have to be cleaned more often.)
6. Remove curtains at the end of the day.
 - a. Lay the curtains on a dish table and sprinkle them with a detergent.
 - b. Scrub the curtains and rinse them in hot water.
 - c. Leave the curtains off overnight and the doors on the machine open.
7. At the end of the day, clean the inside of the machine with soapy water and rinse thoroughly.
8. Clean the outside of the machine with a mild detergent solution.
(Caution: Do not clean these surfaces while the machine is still hot.)

- a. Rinse the surface with clean water.
 - b. Dry the surfaces with a clean cloth.
9. Clean the detergent dispenser and rinse injectors only if recommended by the manufacturer.
- (Note: If cleaning is recommended, follow the manufacturer's cleaning instructions so the equipment will not get out of adjustment.)

IV. Cleaning Other Equipment

- A. Scrapping sinks, dish tables, and soaking vats should be cleaned after meals.
- B. Food waste should be wiped up regularly during operating hours.
- C. All other equipment surfaces should be cleaned with a mild detergent solution and rinsed with clean water.
(Note: Don't overlook the legs, backs of equipment, shelves, carts, and other equipment.)
- D. Floors should be cleaned thoroughly after each meal and at the end of the day.
(Note: Floors are usually sloped and equipped with drains for easy cleaning.)
- E. During heavy customer loads, floors may have to be swept and mopped quickly.
(Note: See Unit I-B on Sanitation for procedures and cleaning solutions.)
- F. Walls should be washed during slack hours or at least on a weekly basis.
- G. Keep the ceilings and overhead fixtures clean.
 - 1. Replace burned-out light bulbs.
 - 2. Clean light covers to provide sufficient light.
- H. Trash cans should be scrubbed completely at least once a week.
 - 1. Use a cleaner with an odor preventive
 - 2. Clean the lids as well as the cans.

UNIT II-G
KITCHEN HELPER

ASSIGNMENT SHEET #11--DISHROOM CHECKLIST

Directions: Write the date in the blank for the work you complete each day. If an item needs to be repaired, place the date in the blank and the date the maintenance was completed. Add any checklist items to be done on your training station.

<u>Task</u>	<u>Completed</u>	Needs To Be	<u>Repair</u>
		Repaired Or Replaced	
1. Water tank was checked for proper dishwashing compound and water mixture.			
2. Detergent dispenser is in working condition.			
3. Dishwashing thermometers have correct heat levels.			
4. Wash arms are clear of food particles or mineral deposits.			
5. Dishwasher is free from grease build-up.			
6. Dishwashing machine has been thoroughly cleaned.			
7. Soiled water was drained from the tanks.			
8. All removable parts of the dishwashing machine were removed and cleaned.			

Task	Completed	Needs To Be Repaired Or Replaced	Repair Completed
9. Parts not removed were thoroughly cleaned and rinsed.			
10. Toothpicks, food scraps, and ciga- rette butts were removed from the wash arms.			
11. Scrap trays were removed after each meal and cleaned.			
12. The curtains were removed from the dishwashing ma- chine and cleaned at the end of the day.			
13. The inside of the dishwashing machine was cleaned at the end of the day.			
14. The outside of the machine was cleaned with a mild deter- gent at the end of the day.			
15. The detergent dis- penser and rinse in- jectors were cleaned at the end of the day.			
16. Scrapping sinks, dish tables, and soaking vats were cleaned after each meal.			
17. Food waste has been wiped up from the floor.			

<u>Task</u>	<u>Completed</u>	<u>Needs To Be</u>		<u>Repair</u>
		<u>Repaired Or</u>	<u>Replaced</u>	
18. All other equipment surfaces have been cleaned with a mild detergent.				
19. Floors are cleaned after each meal and at the end of the day.				
20. Walls were washed.				
21. Ceilings and fixtures were cleaned.				
22. Trash cans were scrubbed clean.				

UNIT II-G
KITCHEN HELPER

UNIT TEST--PART 1

Directions: Select the correct word to be used in the dishroom by circling the correct word for each of the following statements.

- a. (Automatic, Manual) work is done by hand and not by machine.
- b. Performing work using a certain process is called (an operation, a rule).
- c. A (solution, detergent) is a liquid containing a dissolved substance.
- d. A water-soluble soap that will remove dirt, oil, and food is a (solution, detergent).
- e. A (garbage disposal, utensil) is a tool or container used in preparing foods in the kitchen.
- f. A machine is (pre-rinsing, dispensing) when it puts out a certain amount of soap or detergent.
- g. A chemical applied in a separate operation to objects after cleaning to kill bacteria is a (disinfectant, sterilizing agent).
- h. A chemical which kills organisms that cause infection is a (disinfectant, sterilizing agent).
- i. (An infection, a bactericide) is a condition in which the body is unhealthy because of the presence of germs, bacteria, or viruses.
- j. A chemical which will kill both disease-causing and harmless bacteria is a (detergent, bactericide).
- k. A chemical which will help eliminate water spots on dishes after the washing process is a (water softener, spotting agent).
- l. Flatware is kept in a (storage bin, canister).
- m. A (garbage disposal, conveyor belt) grinds up leftover food so that it will pass through the sewer system.

- n. Food that the customer leaves on the tray is called a (heap, scrap).
- o. Eating and serving instruments are called (flatware, utensils).
- p. (Water softeners, Spotting agents) are put into the dishwashing water to help the soap in dirt and food removal.
- q. When dishes, pots, or utensils are placed into warm, soapy water before they are washed, they are being (pre-soaked, pre-rinsed).
- r. When water is used to remove as much food as possible from dishes before washing, it is called (pre-soaking, pre-rinsing).
- s. A (dish dolly, conveyor belt) is used to transport dishes from the dishwashing area to the serving area.
- t. A (dish dolly, conveyor belt) is used to move dishes from the dining area to the dishwashing area.
- u. A large metal container or box used to store dishroom supplies is called a (canister, storage bin).

UNIT II-G
KITCHEN HELPER

UNIT TEST--PART 2

1. Point out the correct general safety rules to be followed in the dishroom by placing a "/" in front of each correct statement.
 - _____ a. Wear nice-looking jewelry in the dishroom.
 - _____ b. Cuts and burns should be reported at once.
 - _____ c. Keep your work area cluttered and dirty so it will look like you are busy.
 - _____ d. Any glasses are safety approved and are all right to wear on the job.
 - _____ e. Wear protective clothing such as aprons and non-slip shoes.
 - _____ f. Keep water on the floor so the dirt will be loose.
 - _____ g. Wooden pallets are used for footing in places where the floor stays wet.
 - _____ h. Handle broken glass with care.
 - _____ i. Horseplay is the best way to keep alert.
2. Indicate the correct safety rules for each of the specific areas listed below by underlining the words that best complete the statements.

Cleaning Materials

- a. Keep mops, brooms, brushes, and detergents (in their proper place, scattered about for easy reach).
- b. Avoid getting detergent (on your hands, in your eyes and mouth) when loading the dishwashing machine.

Garbage Disposals

- c. Keep your hands (away from, close to) the disposal.

- d. Keep utensils or other objects (away from, in) the disposal.

Dishwashing Machine

- e. Load a dishwashing rack (quickly, carefully).
- f. (All, Only badly) broken or cracked dishes should be removed.
- g. Hands should be kept away from (dishwater, moving parts).
- h. Be cautious of (hot, cold) water.
- i. Operate the dishwasher while the doors are (opened, closed).

Sink

- j. Use pot holders or gloves to (handle, wash) hot pots and pans.
- k. Test water to see how (hot, soapy) it is.
- l. Watch for (slick, sharp) objects in the sink.

Doorways

- m. Follow (the person in front of you, directions) when going through a doorway.
- n. A cart should be (pushed ahead of, pulled behind) you when going through a doorway.

UNIT II-G
KITCHEN HELPER

UNIT TEST--PART 3

1. Point out the correct rules to follow in the use and care of supplies by circling the letter in front of each correct statement:
 - a. You should read directions for use of supplies before using them.
 - b. Supplies should be stored in their proper place.
 - c. Liquids, powders, and detergents should be left open to avoid pressure building up in the container.
 - d. Never ask your supervisor about the use of supplies; just do what you think is best.
2. Select the correct mixing proportions for sanitizing solutions by writing the type of each solution by each of the mixing proportions.

Iodine

Chlorine

- | | |
|-------|---------------------------------------|
| _____ | a. 1/4 cup per three gallons of water |
| _____ | b. One teaspoon per gallon of water |
3. Select the correct sequence for washing brushes by numbering each of the following procedures in the correct order (1-5).

_____	a. Hang the brush where it will dry.
_____	b. Dip the brush in a sanitizing solution.
_____	c. Shake the brush dry.
_____	d. Rinse the brush in hot water.
_____	e. Wash the brush in hot water after use.
 4. Explain how to properly care for cleaning cloths and sponges.
(Note: Write on the back of this page if necessary.)

UNIT II-G
KITCHEN HELPER

UNIT TEST--PART 4

1. Name the two types of conveyor belts used to bring the customers' trays to the dishwashing room:

a. _____
b. _____

2. Select the correct procedures for clearing trays of each of the following. Write the number of each statement on the right by the correct item on the left.

a. Flatware	1. Require rinsing before washing.
_____	2. Should be soaked in a pre-soak vat prior to washing.

b. Dishes, bowls, and saucers	3. Should have scraps removed before washing.
_____	4. Should be stacked in stacks on trays to take to the washing area.
_____	5. Should be taken to the dishwasher as soon as a tray is full.
_____	6. Should be placed in flatware washing racks.

3. Explain the procedure for loading the dishwasher by writing the word or words that best complete each statement.

rack
conveyor belt
100 pieces
fall
table

similar
space
turn over
different
50 pieces

- a. Place _____ items of the same size together in the dishwasher.
- b. Allow _____ between dishes.

- c. Place items so that they will not _____
or _____.
- d. The dishes should be placed in racks on the
_____ or in the rackless
conveyor.
- e. Place about _____ of silverware
per rack.

UNIT II-G
KITCHEN HELPER

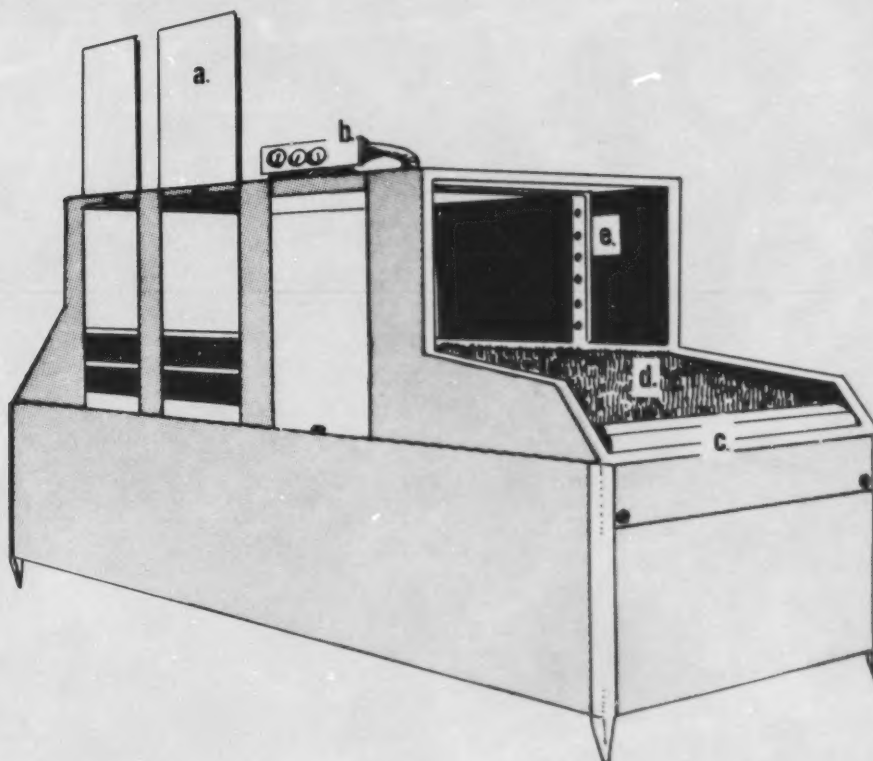
UNIT TEST--PART 5

1. Identify the parts of a dishwashing machine shown below by writing the name of each in the blank provided.

Service doors
Temperature gauges
Drying solution sprayer

Rackless conveyor
Dishwasher shut-off bar

- a. _____
b. _____
c. _____
d. _____
e. _____



2. Select the correct ways to prepare the dishwasher for service by answering true or false to each of the following statements:

- _____ a. Check the owner's manual for specific filling and operating instructions.
- _____ b. The soap container should be filled with soap after the machine is running.
- _____ c. Fill the automatic drying solution container according to the operator's manual.
- _____ d. Filters in the machine are self-cleaning and do not need to be checked.
- _____ e. Broken glass, dirt, and other objects should be removed from the machine between meals.
- _____ f. The upper and lower spray arms should be checked for installation and cleanliness before operating.
- _____ g. Strainer pans and scrap baskets should be in place only when the dishes appear extremely dirty.
- _____ h. Curtains will automatically close when the washing begins.
- _____ i. Unloading areas should be cleaned prior to the washing process.
- _____ j. Drains should remain open during washing.
- _____ k. The machine automatically fills with water when the switch is turned on.
- _____ l. The heater coils should be turned on prior to washing so the water will be the right temperature.
- _____ m. Leave the inspection doors open until you see everything operating correctly.
- _____ n. All machines must have soap added manually.
- _____ o. The machine must be run for a minute before turning on the conveyor to allow the soap to mix.
- _____ p. The water temperature is all right as long as the gauges read 85°.
- _____ q. Adjust the conveyor speed to as fast as it will run.

3. Identify the correct procedures for unloading the dishwasher by placing a "✓" in front of each correct statement below.

- _____ a. Wash your hands with warm water before handling clean dishes.
- _____ b. Do not touch your face, hair, or part of your uniform when loading the dishwasher.
- _____ c. If you blow your nose, use a clean dish towel.
- _____ d. Comb your hair in the dishroom occasionally to improve your appearance.
- _____ e. Towel all flatware dry before placing it in the canisters.
- _____ f. Place all types of flatware in the canisters together with the handles down.
- _____ g. Stack clean dishes in the dish dollies according to size and use.
- _____ h. Carry the dishes to the serving line as soon as possible.

UNIT II-G
KITCHEN HELPER

UNIT TEST--PART 6

1. Explain the process of preparing to wash pots and pans by filling in the following blanks with the correct word or words.
 - a. Some of the supplies required for washing pots and pans are _____, _____, _____, _____, and _____.
 - b. Two methods of handwashing pots and pans are the _____ and _____ sink processes.
 - c. Hot pans should be handled with _____, _____, or _____.
 - d. When the sink is not being used, dirty pots and pans should be _____.
 - e. The first sink should be used for _____ the pots and pans and _____ hot water.
 - f. The second sink should be used for _____ with warm soapy water if a dishwashing machine is not included in the process.
 - g. The last sink of a three-sink process should be used for _____.
2. Explain the process of washing pots and pans by answering each of the following questions in as few words as possible.
 - a. How clean should pots and pans be scraped before washing?
 - b. Which sinks should be used for pre-rinsing pots?
 - c. How often should the water be changed in the washing sink?

- d. Which sink should be used for rinsing the pots after washing in a three-sink process?
 - e. How often should the water be changed in the rinsing sink?
 - f. How long should a pot or pan stay in the hot water to be properly sanitized?
 - g. If the water will not reach the correct temperature, what should you do?
 - h. How should clean pots and pans be dried?
3. Explain the process of sanitizing larger equipment than cannot be placed in the sink.

UNIT II-G
KITCHEN HELPER

UNIT TEST--PART 7

1. Point out the maintenance and sanitation responsibilities of the kitchen helper by placing a "✓" in front of each below.
 - _____ a. Repair work is the concern of the repair person and does not concern the dishroom attendant.
 - _____ b. The employee should try to repair minor problems without the assistance of a repair person.
 - _____ c. The employee should perform preventative maintenance on the machines at all times to prevent breakdowns.
 - _____ d. All employees should be on their own to do what maintenance and sanitation each person feels is necessary.
2. Point out necessary routine inspections on a dishwashing machine by placing a "✓" in front of each.
 - _____ a. Check the wash tank for the proper dishwashing compound and water mixture.
 - _____ b. Check the tank for cracks and leaks.
 - _____ c. Check the detergent-dispensing system for working condition.
 - _____ d. Check the thermometers before washing for the correct temperature.
 - _____ e. Remove thermometers and check for accuracy.
 - _____ f. Check the wash arms and rinse jets for clogging and spraying directions.
 - _____ g. Check water in rinse arms for chlorine content.
 - _____ h. Check the dishwashing machine for grease build-up.

3. Select the correct procedures for cleaning the dishwasher by writing true or false in the blank in front of each statement below.

- _____ a. Soiled water should be removed from the dishwasher by opening drain valves located on the bottom of the tank.
- _____ b. The heaters should be left on during cleaning.
- _____ c. Removable parts of the dishwasher should be left on the dishwasher for cleaning.
- _____ d. Parts that cannot be removed should be scrubbed with warm soapy water and rinsed.
- _____ e. Wiring and motors are waterproof, so you may wash them with water.
- _____ f. Toothpicks, food scraps, or cigarette butts should be removed from the wash arms.
- _____ g. Scrap trays should be cleaned once a week.
- _____ h. Curtains should be removed at the end of the day and cleaned.
- _____ i. Most machines are stainless steel so the inside never needs cleaning.
- _____ j. The outside of the machine should be cleaned with warm soapy water.
- _____ k. All detergent dispensers and rinse injectors should be cleaned daily.

4. Select the correct sanitation procedures concerning other equipment in the dishroom and kitchens by placing a "/" in front of each correct statement.

- _____ a. Scrapping sinks, dish tables, and soaking vats should be cleaned after every meal.
- _____ b. Food waste should be washed down the drain at the end of the day only.
- _____ c. Clean only the easy-to-get-to surfaces of kitchen equipment.
- _____ d. Floors should be cleaned after each meal and at the end of the day.

- e. Take your time sweeping and mopping between meals even if the customer load is heavy.
- f. Walls should be washed during slack hours or at least on a weekly basis.
- g. The ceilings and overhead fixtures should be cleaned by a maintenance person.
- h. Trash cans stay dirty and do not ever need cleaning.